

2SHB 1573 - S COMM AMD
By Committee on Ways & Means

ADOPTED AND ENGROSSED 04/09/2007

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** It is the intent of the legislature that
4 increasing academic success and increasing graduation rates be dual
5 goals for the K-12 system. The legislature finds that only seventy-
6 four percent of the class of 2005 graduated on time. Students of
7 color, students living in poverty, students in foster care, students in
8 the juvenile justice system, students who are homeless, students for
9 whom English is not their primary language, and students with
10 disabilities have lower graduation rates than the average. The
11 legislature further finds that students who drop out experience more
12 frequent occurrences of early pregnancy, delinquency, substance abuse,
13 and mental health issues, and have greater need of publicly funded
14 health and social services. The legislature further finds that helping
15 all students be successful in school requires active participation in
16 coordinating services from schools, parents, and other stakeholders and
17 agencies in the local community. The legislature finds that existing
18 resources to vulnerable youth are used more efficiently and effectively
19 when there is significant coordination across local and state entities.
20 The legislature further finds that efficiency and accountability of the
21 K-12 system would be improved by creating a dropout prevention and
22 intervention grant program that implements research-based and emerging
23 best practices and evaluates results.

24 NEW SECTION. **Sec. 2.** Subject to the availability of funds
25 appropriated for this purpose, the office of the superintendent of
26 public instruction shall create a grant program and award grants to
27 local partnerships of schools, families, and communities to begin the
28 phase in of a statewide comprehensive dropout prevention, intervention,

1 and retrieval system. This program shall be known as the building
2 bridges program.

3 (1) For purposes of sections 2 through 7 of this act, a "building
4 bridges program" means a local partnership of schools, families, and
5 communities that provides all of the following programs or activities:

6 (a) A system that identifies individual students at risk of
7 dropping out from middle through high school based on local predictive
8 data, including state assessment data starting in the fourth grade, and
9 provides timely interventions for such students and for dropouts,
10 including a plan for educational success as already required by the
11 student learning plan as defined under RCW 28A.655.061. Students
12 identified shall include foster care youth, youth involved in the
13 juvenile justice system, and students receiving special education
14 services under chapter 28A.155 RCW;

15 (b) Coaches or mentors for students as necessary;

16 (c) Staff responsible for coordination of community partners that
17 provide a seamless continuum of academic and nonacademic support in
18 schools and communities;

19 (d) Retrieval or reentry activities; and

20 (e) Alternative educational programming, including, but not limited
21 to, career and technical education exploratory and preparatory programs
22 and online learning opportunities.

23 (2) One of the grants awarded under this section shall be for a
24 two-year demonstration project focusing on providing fifth through
25 twelfth grade students with a program that utilizes technology and is
26 integrated with state standards, basic academics, cross-cultural
27 exposures, and age-appropriate preemployment training. The project
28 shall:

29 (a) Establish programs in two western Washington and one eastern
30 Washington urban areas;

31 (b) Identify at-risk students in each of the distinct communities
32 and populations and implement strategies to close the achievement gap;

33 (c) Collect and report data on participant characteristics and
34 outcomes of the project, including the characteristics and outcomes
35 specified under section 3(1)(e) of this act; and

36 (d) Submit a report to the legislature by December 1, 2009.

1 NEW SECTION. **Sec. 3.** (1) The office of the superintendent of
2 public instruction shall:

3 (a) Identify criteria for grants and evaluate proposals for funding
4 in consultation with the workforce training and education coordinating
5 board;

6 (b) Develop and monitor requirements for grant recipients to:

7 (i) Identify students who both fail the Washington assessment of
8 student learning and drop out of school;

9 (ii) Identify their own strengths and gaps in services provided to
10 youth;

11 (iii) Set their own local goals for program outcomes;

12 (iv) Use research-based and emerging best practices that lead to
13 positive outcomes in implementing the building bridges program; and

14 (v) Coordinate an outreach campaign to bring public and private
15 organizations together and to provide information about the building
16 bridges program to the local community;

17 (c) In setting the requirements under (b) of this subsection,
18 encourage creativity and provide for flexibility in implementing the
19 local building bridges program;

20 (d) Identify and disseminate successful practices;

21 (e) Develop requirements for grant recipients to collect and report
22 data, including, but not limited to:

23 (i) The number of and demographics of students served including,
24 but not limited to, information regarding a student's race and
25 ethnicity, a student's household income, a student's housing status,
26 whether a student is a foster youth or youth involved in the juvenile
27 justice system, whether a student is disabled, and the primary language
28 spoken at a student's home;

29 (ii) Washington assessment of student learning scores;

30 (iii) Dropout rates;

31 (iv) On-time graduation rates;

32 (v) Extended graduation rates;

33 (vi) Credentials obtained;

34 (vii) Absenteeism rates;

35 (viii) Truancy rates; and

36 (ix) Credit retrieval;

37 (f) Contract with a third party to evaluate the infrastructure and
38 implementation of the partnership including the leveraging of outside

1 resources that relate to the goal of the partnership. The third-party
2 contractor shall also evaluate the performance and effectiveness of the
3 partnerships relative to the type of entity, as identified in section
4 4 of this act, serving as the lead agency for the partnership; and

5 (g) Report to the legislature by December 1, 2008.

6 (2) In performing its duties under this section, the office of the
7 superintendent of public instruction is encouraged to consult with the
8 work group identified in section 7 of this act.

9 NEW SECTION. **Sec. 4.** In awarding the grants under section 2 of
10 this act, the office of the superintendent of public instruction shall
11 prioritize schools or districts with dropout rates above the statewide
12 average and shall attempt to award building bridges program grants to
13 different geographic regions of the state. Eligible recipients shall
14 be one of the following entities acting as a lead agency for the local
15 partnership: A school district, a tribal school, an area workforce
16 development council, an educational service district, an accredited
17 institution of higher education, a vocational skills center, a
18 federally recognized tribe, a community organization, or a nonprofit
19 501(c)(3) corporation. If the recipient is not a school district, at
20 least one school district must be identified within the partnership.
21 The superintendent of public instruction shall ensure that grants are
22 distributed proportionately between school districts and other
23 recipients. This requirement may be waived if the superintendent of
24 public instruction finds that the quality of the programs or
25 applications from these entities does not warrant the awarding of the
26 grants proportionately.

27 NEW SECTION. **Sec. 5.** To be eligible for a grant under section 2
28 of this act, grant applicants shall:

29 (1) Build or demonstrate a commitment to building a broad-based
30 partnership of schools, families, and community members to provide an
31 effective and efficient building bridges program. The partnership
32 shall consider an effective model for school-community partnerships and
33 include local membership from, but not limited to, school districts,
34 tribal schools, secondary career and technical education programs,
35 skill centers that serve the local community, an educational service
36 district, the area workforce development council, accredited

1 institutions of higher education, tribes or other cultural
2 organizations, the parent teacher association, the juvenile court,
3 prosecutors and defenders, the local health department, health care
4 agencies, public transportation agencies, local division
5 representatives of the department of social and health services,
6 businesses, city or county government agencies, civic organizations,
7 and appropriate youth-serving community-based organizations.
8 Interested parents and students shall be actively included whenever
9 possible;

10 (2) Demonstrate how the grant will enhance any dropout prevention
11 and intervention programs and services already in place in the
12 district;

13 (3) Provide a twenty-five percent match that may include in-kind
14 resources from within the partnership;

15 (4) Track and report data required by the grant; and

16 (5) Describe how the dropout prevention, intervention, and
17 retrieval system will be sustained after initial funding, including
18 roles of each of the partners.

19 NEW SECTION. **Sec. 6.** (1) Educational service districts, in
20 collaboration with area workforce development councils, shall:

21 (a) Provide technical assistance to local partnerships established
22 under a grant awarded under section 2 of this act in collecting and
23 using performance data; and

24 (b) At the request of a local partnership established under a grant
25 awarded under section 2 of this act, provide assistance in the
26 development of a functional sustainability plan, including the
27 identification of potential funding sources for future operation.

28 (2) Local partnerships established under a grant awarded under
29 section 2 of this act may contract with an educational service
30 district, workforce development council, or a private agency for
31 specialized training in such areas as cultural competency, identifying
32 diverse learning styles, and intervention strategies for students at
33 risk of dropping out of school.

34 NEW SECTION. **Sec. 7.** (1) The office of the superintendent of
35 public instruction shall establish a state-level work group that
36 includes K-12 and state agencies that work with youth who have dropped

1 out or are at risk of dropping out of school. The state-level
2 leadership group shall consist of one representative from each of the
3 following agencies and organizations: The workforce training and
4 education coordinating board; career and technical education including
5 skill centers; relevant divisions of the department of social and
6 health services; the juvenile courts; the Washington association of
7 prosecuting attorneys; the Washington state office of public defense;
8 the employment security department; accredited institutions of higher
9 education; the educational service districts; the area workforce
10 development councils; parent and educator associations; the department
11 of health; local school districts; agencies or organizations that
12 provide services to special education students; community organizations
13 serving youth; federally recognized tribes and urban tribal centers;
14 each of the major political caucuses of the senate and house of
15 representatives; and the minority commissions.

16 (2) To assist and enhance the work of the building bridges programs
17 established in section 5 of this act, the state-level work group shall:

18 (a) Identify and make recommendations to the legislature for the
19 reduction of fiscal, legal, and regulatory barriers that prevent
20 coordination of program resources across agencies at the state and
21 local level;

22 (b) Develop and track performance measures and benchmarks for each
23 partner agency or organization across the state including performance
24 measures and benchmarks based on student characteristics and outcomes
25 specified in section 3(1)(e) of this act; and

26 (c) Identify research-based and emerging best practices regarding
27 prevention, intervention, and retrieval programs.

28 (3) The work group shall report to the legislature and the governor
29 on an annual basis beginning December 1, 2007, with recommendations for
30 implementing emerging best practices, needed additional resources, and
31 eliminating barriers.

32 NEW SECTION. **Sec. 8.** (1) During the 2007-2009 biennium, school
33 districts that contract with eligible alternative educational service
34 providers to provide education programs, including GED preparation,
35 that generate course credits towards high school graduation, for
36 students who are at risk of dropping out of school, or who have dropped
37 out of school, may continue to use basic education allocations under

1 RCW 28A.150.250 to fund contracts with those providers. For purposes
2 of this section, "eligible alternative educational service providers"
3 includes community and technical colleges and community-based
4 organizations that meet all state requirements for receiving state K-12
5 formula allocations.

6 (2) All school districts with contracts with eligible alternative
7 educational service providers shall provide information to the office
8 of the superintendent of public instruction including, but not limited
9 to: (a) The number of students enrolled in those programs; (b) the
10 amount of weekly instructional hours provided; (c) the location of the
11 instruction program provided; and (d) the number and types of staff
12 providing the instruction in the programs. By December 1, 2008, the
13 office of the superintendent of public instruction shall submit a
14 report to the office of financial management and the appropriate policy
15 and fiscal committees of the legislature that summarizes the
16 information provided by the school districts pursuant to this
17 subsection.

18 (3) The state-level work group established under section 7 of this
19 act shall examine issues related to school districts' use of basic
20 education allocations under this section including, but not limited to,
21 findings or other relevant communications by the state auditor. The
22 work group shall develop recommendations and submit a report to the
23 appropriate legislative committees by December 1, 2009.

24 NEW SECTION. **Sec. 9.** Sections 2 through 7 of this act are each
25 added to chapter 28A.175 RCW.

26 NEW SECTION. **Sec. 10.** If specific funding for the purposes of
27 this act, referencing this act by bill or chapter number, is not
28 provided by June 30, 2007, in the omnibus appropriations act, this act
29 is null and void."

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1 On page 1, line 1 of the title, after "retrieval;" strike the
2 remainder of the title and insert "adding new sections to chapter
3 28A.175 RCW; creating new sections; and providing an expiration date."

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